



ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: <i>Public Order Evidence Gathering Team (EGT) Course</i>	
Centre of Learning/Unit (Session Owner): <i>Operations Support Division</i>	Centre of Learning/Unit (Session Deliverer): <i>Operations Response Unit</i>
Session Name: <i>Role of the Evidence Gatherer</i>	
Session Duration: 45 mins	Session ID: Session Two
Delivery Location: ☐ Academy ☒ Other (specify): ORU Training Room	
Author Name: 33(1)	V or VP Number: 33(1)
Aim: To provide learners with the knowledge and skills required to: <i>Understand the role of an Evidence Gatherer (EG)</i>	
Learning Outcomes: On successful completion of this session, learners should be able to: 1. Describe the qualities and skills required to perform the EG role 2. Explain the background behind EGs 3. Describe the types of deployments EGs could be expected to attend 4. Identify the various stages of deployment 5. Identify equipment used by an EG	
Resources/Equipment: - Classroom - Computer with mainframe access and PowerPoint - Overhead Projector and screen - Seating for all learners - Table or chairs with writing pad - One trainer - Learners in dress of the day - Writing Pad - Full EG Kit	

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- *“Role of the Evidence Gatherer” PowerPoint*

Pre-session Preparation:

OHS Inspection of the training facility completed ☒ Yes ☐ No

Comments:

- *Risk Assessment in place for the venue and checked*
- *Health and Safety Check of the working area – Suitable for session*
- *All trainers are first aid qualified*
- *Location of First Aid kits have been identified*

For Official Use Only

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VICTORIA POLICE

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Delivery Method	Content	Delivery Resources	Time
Face to Face	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen). Introduction Trainer will introduce themselves and the session Maslow - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. (if required) Gestalt - Route map of session outlining Aim and Objectives. Knowledge Check - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
Face to Face	Trainer is to present the Power Point titled <i>"Role of the Evidence Gatherer"</i> to the learners.	Power Point titled 'Role of the Evidence	35 mins

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Group Discussion	Trainer is conduct a knowledge check at the start of every slide and generate discussion by using open style questioning (5wh) to prompt involvement from learners. <u>SLIDE 1</u> Opening / Covering Slide (Nil information) <u>SLIDE 2</u> Course Aim – To develop the skills of an Evidence Gatherer (EG) <u>SLIDE 3</u> EG motto “Best Evidence of the Worst Offence” Trainers are to explain what this means. During an EG deployment there is the possibility of multiple events occurring simultaneously, it is incumbent the EG is focussed on obtaining the “Best evidence of the worst offence”. EG’s need to make quick and dynamic decisions based on the information in front of them in regards to what to film and when, and this motto should be at the forefront of this decision making.	Gatherer’	
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	During the course this motto will become more apparent and you will see this in practice during some of the scenarios throughout the next few days. <u>SLIDE 4</u> What is an Evidence Gathering Team? Have a discussion with the group regarding what the role undertakes and the duties expected to be performed by an EG. Open the discussion before looking at the PowerPoint. Some learners will be familiar with the role; trainers should be aware of this and ensure group discussion is inclusive of all participants. If there is anyone in the group who hasn't undertaken the EG role thus far it should be encouraged to obtain their perception of the role at this early stage of the course. <u>SLIDE 5</u> EG Roles Discuss the roles of the 'Lead' and 'Observer' and conduct a brief discussion regarding the various tasks performed by these roles. Explain the practicalities and reasons behind why the different roles have been separated but also how the roles can be interchangeable after a discussion between parties.		
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	<u>SLIDE 6</u> Types of Deployments The trainer is to explain the types of deployments EG's could be expected to attend. Currently public order demonstrations and previously attended high level A-League games have been the predominant focus for EG's but this could always change in the dynamic Public Order role performed by the office. <u>SLIDE 7</u> Public Order Command structure Trainers to explain how the command structure works and where the EG component sits in this regard. Trainers should explain the autonomous nature of the role and how EG's are not attached to a PSU unless otherwise advised. <u>SLIDE 8</u> Training Requirements Learners will be informed about what standards and qualifications they must reach whilst performing the EG role. EG's must ensure they attend a certain number of deployments during the year, attend an annual refresher where hot topics and		
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	camera techniques will be discussed and meet the standard requirements of the Operations Response Unit. <u>SLIDE 9</u> Qualities and Skills required by an Evidence Gatherer <i>Trainers should open this to the floor before discussing.</i> (Refer to PowerPoint and discuss each point) Fitness/Stamina – Ability to cover various locations in a dynamic environment, with long shifts a possibility. Whilst a P.O.R.T detail could be awaiting deployment the EG team will be already at the location. Resilience – Days have the potential to be long and unrewarding and you can never guarantee the weather in Melbourne. Resilience will be needed. Good Observations – Both members on the team will need good observations, if one is watching a specific person in the crowd the other person should be looking around for any possible threats, safety considerations or any other offences. Patience – You might have to wait hours to capture footage of evidentiary value. Some shifts you may not get any offences and be out in the field for an entire shift. Relevant Legal Knowledge – Why are you filming? Should you be filming? What		
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	do you tell members of the public when they request footage? Communication Skills – Ability to communicate with command, other Police members and members of the public in a clear and concise nature. Technical Ability – What if the camera stops working suddenly? Do you have the capability to troubleshoot minor matters? Composure – Remaining calm during a situation of public disorder is essential to gain a quality product. Resourcefulness – How can you use your current environment to gain a better shot? Tactical Knowledge – What is the difference between a “Forward” and “Go” command? Is the P.O.R.T team completing a number of short shield advances and when should the EG’s advance. Situational Awareness – What is happening around you, what is the mood of the crowd? Persistence – EG role will be challenging at times and hours could be long and unrewarding. Getting that snippet of footage can be rewarding after and long day.		
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SLIDE 10

Professional Behaviours

This segment is about getting the learners to think about the role and what will be expected of them. Specialist nature of the role and how they are representing the EG role every time they deploy.

Discuss each point as a group

- Uniform
- Language used
- Are you filming? Yes/No/Why
- Consider actions of others (Police and Members of the public)
- Continuity of Evidence (DON'T delete anything)

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SLIDE 11

Stages of an EG deployment

- Collection and checking of equipment
- Planning stage
- Pre event footage
- Deployment
- Post event footage
- Download of footage
- Handover of EG package

Trainers should breakdown the stages of a deployment to learners, giving a brief overview of each section.

Planning Stage

Trainers should speak regarding what needs to be completed at the 'Planning stage' of the deployment. Trainers should briefly show the learners the EG kit without going into detail to give learners an overview of what type of equipment is required for a deployment. Cameras will be introduced to learners during Session Five.

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	Pre Event Trainers should speak regarding what needs to be completed at the 'Pre event stage' of the deployment. <u>SLIDE 12</u> During the Event Open the floor to discussion before showing the slide. Ask learners what you should be looking for at a deployment and discuss same with the group. If any categories aren't covered trainers should share them with the group via the slide. Nature of events unfolding to prove level of disorder – Is there opposing groups? Recent history? Trigger points or likely clashes and the duration of event. Ring Leaders – Who is running the event? Any agitators in the crowd or behind the scenes. Offenders and Witnesses, what identifiable features do they have? – Who is present when an incident occurs? Any distinctive clothing, are people wearing similar items of clothing (eg. Red bandanas)		
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	People clearly committing offences – Can these people be clearly captured and identified? Have their actions been captured? Overview of chaos/disruption felt by the general community? – How do the people not involved in the incident feel? Are they too worried to cross the street? Are they frustrated because of traffic delays? Attacks on Police lines – Ensure this has been captured and an overview if possible. Who is attacking Police lines, how are they doing it and any direction of travel if they leave the vicinity. Injured people, including Police members – What is the extent of the injuries, if Police members are involved identify them by name tags or numbers on the back of helmets. Damage and debris – Capture any damage to shopfronts, vehicles, or any other items. If possible access before and after shots. Processing Area – When in the processing area capture informants with persons being processed for continuity purposes. Only attend the processing area if applicable. Remember best evidence worst offence. Identifying marks, scars and/or tattoos – Do the offenders have same? Is this able to be captured?		
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	Warnings given to Police – If Police are giving warnings such as move on orders ensure this is captured to complete the offence if possible. Police units being deployed – Consider capturing PSU's or other Police units are deployed to capture the overall picture, especially if high intensity is required for a rapid deployment. Post Event What observations should the learners be looking for after the event has finished, but before returning back to the office?		
	Conclusion The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be; - What types of deployments do EG's attend? - Name three qualities and skills needed by Evidence Gatherers? - What is meant by "Best evidence, worst offence"? THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.		5 mins

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